



**VALUES REFLECTED THROUGH ILLUSTRATION IN HISTORY TEXTBOOK OF CLASS VIII UNDER PASCHIMBANGA MADHYASIKSHA PARSHAD**

**Arijit Saha\* and Abhijit Guha**

Ramakrishna Mission Sikshanamandira, Belur Math, Howrah

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**ABSTRACT**

Values are the socially acceptable norms to evaluate a person, object or any situation. These are also considered the aims of human life. Values are considered as the backbone of a civilized society which is drastically eroding by modern world. Nowadays we are going through a horrific social instability. One of the reasons of this condition is lack of values. Education is the most powerful instrument that develops the desire values among the students. Values are embedded in every textbook, all these values are projected basically into two ways written form of the content and Illustration. Sometime illustration is very meaningful and relevant to the text and reflects some important values. It is most effective and attractive medium through which values can be inculcated among the student. That's why the investigator try to find out the values reflected in different illustration in History textbook of class eight. After analysis researcher identifies thirteen meaningful illustration from class eight history textbook, which reflects twenty one important values. These values are repeatedly reflected through illustration.

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**INTRODUCTION**

Value means 'principles or standards of behavior'. According to Oxford Advanced Learners Dictionary of Current English values means 'Beliefs about what is right and what is wrong and what is important in life'. Values are the socially acceptable norms to evaluate a person, object or any situation. These are also considered the aims of human life. Values are considered as the backbone of a civilized society which is drastically eroding by modern world. Hall (1994) defines values as (Cited in Bhardwaj, Tyagi and Ameta, 2015) "the ideals that give significance to our lives that are reflected through the priorities that we choose and that we act on consistently and repeatedly". Hill (2004) provides a slightly different emphasis. "Values are the priorities individuals and societies attach to certain beliefs, experiences, and objects, in deciding how they shall live and what they shall treasure." (p.33)

In the present society we are facing different kinds of social erosions. One of the reasons of these erosions is lack of values. Education is the most effective instrument that develops the essential values among the students. The hidden treasures of values are lies implicit in every textbook. Teachers have to identify and inculcate those values properly. In this context main problem is that, in most cases it considered that values are reflected only through the written form of the content.

\*Corresponding author: **Arijit Saha**

Ramakrishna Mission Sikshanamandira, Belur Math, Howrah

But the fact is that illustration is also an important element which reflects some important values and help to develop the dynamic life of the students. Therefore the present study is going to focus on it.

The objective of the present study is to find out the values reflected in the different illustration in History textbook of class eight of Paschimbanga Madhyasiksha Parshad. Here the study area of the present research work was based on the illustration used in History textbook of class eight of Paschimbanga Madhyasiksha Parshad. Here NCERT recommended values were considered for the present research work.

**METHODS**

For the present study, Descriptive Research method was followed where content analysis was used qualitatively.

**Sources of data**

The data of the present research was collected from the existing primary and secondary Sources in the following ways. In this regard, the primary source was- History textbook of class eight of Paschimbanga Madhyasiksha Parshad. The secondary sources were- reference books, journal, articles etc.

**Data analysis procedure**

The qualitative data analysis procedure was followed for the present research work in the following ways-

**Step 1:** Meaningful illustrations have been identified from class VIII history textbook.

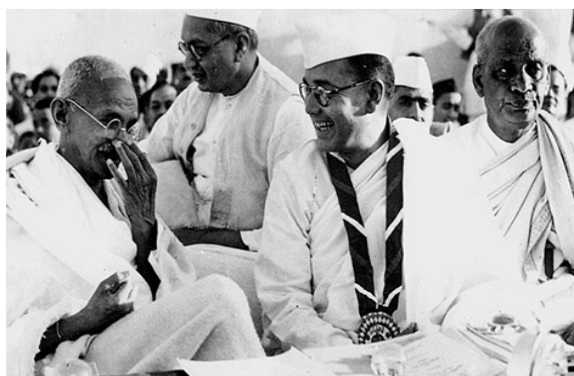
- Step 2:** Interpretation of these illustrations.
- Step 3:** Codes have been formed based on interpretation.
- Step 4:** Values have been identified from these codes.
- Step 5:** Values identified from the illustration have been listed.
- Step 6:** Position of each identified values according to their number of reflection.
- Step 7:** Categorised those values according to their number of reflection.

**Analysis and interpretation**

Many illustrations used in class eight History textbook, some of them are very important and relevant to the text and reflects some important values. The following table is presented the identified values which are derived from different illustration used in class VIII history textbook.

**Table 1** Table of identified illustrations, codes and reflected values

Sl. No.	Title of the illustration	Page No.	Code	Reflected values
1.	Picture of Haripura Congress	9	Credibility of historical sources	Self reflection Trustworthiness
2.	Gandhi as a sever of Bharat Mata	11	Protector of Bharat Mata	National consciousness Patriotism Compassion Empathy Sensitivity
3	Picture of partition	12	Miseries of people	Compassion Empathy
4	Picture of famine	27	Miseries of people	Sensitivity Compassion Empathy
5	Picture of judicial system	43	Rule of law	justice
6	British exploitation	65	Miseries of people	Compassion Empathy
7	Duties of postman’s	70	Responsibility	Taking or sense of responsibility Commitment
8	Picture of poverty	72	Miseries of people	Compassion Empathy
9	Picture on practice of sati	78	Miseries of women’s	Compassion Empathy
10	Picture of Bharat Mata	109	Devotion of motherland	National consciousness Patriotism Collective activities National consciousness
11	Picture of spinning wheel	116	Charkha	Respect for national symbols, events, days Compassion Empathy Sensitivity Sentiment
12	Picture of partition	144	Miseries of people	Respect for national symbols, events, days National consciousness
13	Parliament House of India	147	Symbol of sovereignty	National consciousness



**Interpretation of the illustration:** The above photography is Haripura Congress of 1938. It appears in this picture that both Gandhi and Netaji are engaged in smiling activities, which shows the cordial relationship between two. But the fact is that

the relationship between the two was not very cordial at that time. Significantly in the very next year Netaji stepped down as congress president.

**Emergед code:** The code ‘Credibility of historical sources’ is formed in the context of the above interpretation, which referred that, photography is the element of history does not always reflect true fact. The personal views of the photographer are always reflected in photography, so it should be verify its authenticity before accepting these sources.

**Reflected values:** This code projected two types of values these are (i) Self reflection, (ii) Trustworthiness.



**Interpretation of the illustration:** The above illustration is a kind of metaphorical figure. This type of picture was used extensively during the Indian freedom struggle. The illustration was created by imitating the mythological character ‘Markandeya’. In the above illustration Gandhi has been shown as a protector of ‘Bharat Mata’.

**Emergед code:** The code ‘Protector of Bharat Mata’ is formed in the context of the above interpretation, which referred that, to take responsibility for protecting the motherland.

**Reflected values:** This code reflected two types of values these are (i) National consciousness, (ii) Patriotism.



**Interpretation of the illustration:** The above illustration has been depicted partition. In this illustration, the pain of partition was reflected. In the picture concern and fear are being expressed in the eyes of the people.

**Emergед code:** The code ‘Miseries of people’ is formed in the context of the above interpretation, which referred that,

partition had a profound impact on social and personal life of the people. People are suffering due to partition.

**Reflected values:** This code reflected two types of values these are (i) Compassion, (ii) Empathy, (iii) Sensitivity.



**Interpretation of the illustration:** The above illustration has been depicted famine. In this illustration, the pain of famine was reflected. This illustration has shown people suffering from famine. Human misery is clearly understood from their poor physical condition and fearful facial expression.

**Emerged code:** The code 'Miseries of people' is formed in the context of the above interpretation, which referred that, the famine had a propound impact on human life. People are suffering due to famine.

**Reflected values:** This code reflected two types of values these are (i) Compassion, (ii) Empathy.



**Interpretation of the illustration:** The above illustration has been portrait the judicial system of colonial India. In this illustration it is shown that a judge administrates the judicial system. He tried to give his judgement to establish the rule of law.

**Emerged code:** The code 'Rule of law' is formed in the context of the above interpretation, which referred that one of the main purposes of judicial system is to establish the rule of law. Through this the legal rights of the people are protected.

**Reflected values:** This code reflects a value that is Justice.



**Interpretation of the illustration:** The above illustration portrait the economic exploitation of the British. This illustration was created by girding the British economic policy in India. This illustration shows that a British is embezzling everything from the common people.

**Emerged code:** The code 'Miseries of people' is formed in the context of the above interpretation, which referred that, economic exploitation of the British is one of the reasons for the miseries of Indians.

**Reflected values:** This code reflected two types of values these are (i) Compassion, (ii) Empathy.



**Interpretation of the illustration:** The above illustration portrait the postal system of India. This illustration shows that the postman is delivering news responsibly from one place to another place. Their posture and facial expression indicate their responsibilities and dedication to work.

**Emerged code:** The code 'Responsibility' is formed in the context of the above interpretation, which referred that, the postal service is a responsible job. The postman is aware enough their responsibilities. After knowing about responsibilities of postman the student will become aware of their own responsibilities.

**Reflected values:** This code reflected two types of values these are (i) Taking or sense of responsibility, (ii) Commitment.



**Interpretation of the illustration:** The above illustration has been depicted the poverty of India. This illustration has shown people suffering from poverty. Human misery is clearly understood from their poor physical condition and fearful facial expression.

**Emerged code:** The code 'Miseries of people' is formed in the context of the above interpretation, which referred that, poverty is one of the reasons for the miseries of people. Poverty had a propound impact on human life. People are suffering due to poverty. Even today, many people of India are suffering from poverty. After knowing about poverty, the students will become sympathetic to the poor people.

**Reflected values:** This code reflected two types of values these are (i) Compassion, (ii) Empathy.



**Interpretation of the illustration:** The above illustration has been depicted sati system of India. This illustration shows that a widowed woman is being burnt to death with her dead husband. The practice of sati was a horrific social prejudice. Which describe the misery of women at that time.

**Emerged code:** The code 'Miseries of women's' is formed in the context of the above interpretation, which referred that, different types of social prejudice are causes of women's misery, one of them is the practice of sati. Nowadays even after the abolition of sati system, different types of social prejudice are still present in society. This is one of the reasons for the miseries of women's.

**Reflected values:** This code reflected two types of values these are (i) Compassion, (ii) Empathy.



**Interpretation of the illustration:** The above illustration has been depicted Bharat Mata. Bharat Mata, one of the most iconic painting of Abanindranath Tagore. This illustration shows that a saffron clad woman dressed like a sadhvi, holding a book, sheaves of paddy, a piece of white cloth and a garland in her four hands. Which indicate the icon of mother India.

**Emerged code:** The code 'Devotion of motherland' is formed in the context of the above interpretation, which referred that, Bharat Mata is the national personification of India as a mother goddess which indicates the devotion of mother land. The painting was the first illustrated depiction of the concept, and was painted during with swadesh ideals during the large Indian independence movement.

**Reflected values:** This code reflected two types of values these are (i) National consciousness, (ii) Patriotism.



**Interpretation of the illustration:** In the above illustration, Gandhi's spinning wheel was shown. It was a symbol of the Indian independence movement. Gandhi promoted charkha during freedom struggle as a symbol of self reliance and source of income for the rural population. Charkha was given a new meaning and novel interpretation by Mahatma Gandhi. According to him, spinning was like penance or sacrament, a medium for spiritual upliftment, a symbol of dharma, self-help and self-reliance, dignity of labor and human values. Besides, it was an emblem of non-violence.

**Emerged code:** The code 'Charkha' is formed in the context of the above interpretation, which referred that, charkha is

introduced by Mahatma Gandhi. It is an emblem of national development, which referred collective activities. Charkha plays an important role in the development of India's national economy. Knowing about charkha student will learn to give dignity of labor. Through this, they can play an important role in the development of the national economy.

**Reflected values:** This code reflected three types of values these are (i) Collective activities, (ii) National consciousness, (iii) Respect for national symbols, events, days.



**Interpretation of the illustration:** The above illustration has been depicted partition. In this illustration, the pain of partition was reflected. This picture shows the migration of refugees after partition.

**Emerg ed code:** The code 'Miseries of people' is formed in the context of the above interpretation, which referred that, partition had a profound impact on social and personal life of the people. People are suffering due to partition.

**Reflected values:** This code reflected four types of values these are (i) Compassion, (ii) Empathy, (iii) sensitivity, (iv) sentiment.



**Interpretation of the illustration:** The above picture is the Parliament House of India. This is the symbol of India's democracy and sovereignty. The Parliament of India is the supreme legislative body of the Republic of India. This picture shows the central hall of Parliament, which considered to be a very important part of the Parliament building since this is where the Indian Constitution was drafted.

**Emerg ed code:** The code 'Symbol of sovereignty' is formed in the context of the above interpretation, which referred that, the Parliament House of India considered as a Symbol of democracy and sovereignty of India. It is a very prestigious building where the Constitution was drafted.

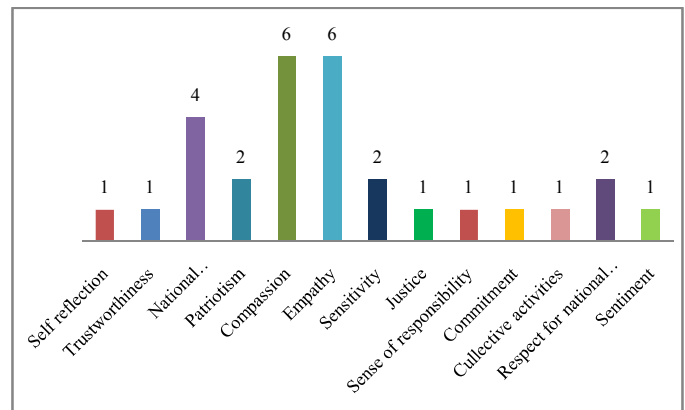
**Reflected values:** This code reflected two types of values these are (i) Respect for national symbols, events, days, (ii) National consciousness.

The following table presented identified values and their number of reflection, which are reflected through illustration.

**Table 2** List of the identified values from illustrations

Reflected values		
Sl. No.	values	Number of reflection
1	Self reflection	1
2	Trustworthiness	1
3	National consciousness	4
4	Patriotism	2
5	Compassion	6
6	Empathy	6
7	Sensitivity	2
8	Justice	1
9	Sense of responsibility	1
10	Commitment	1
11	Collective activities	1
12	Respect for national symbols, events, days	2
13	Sentiment	1

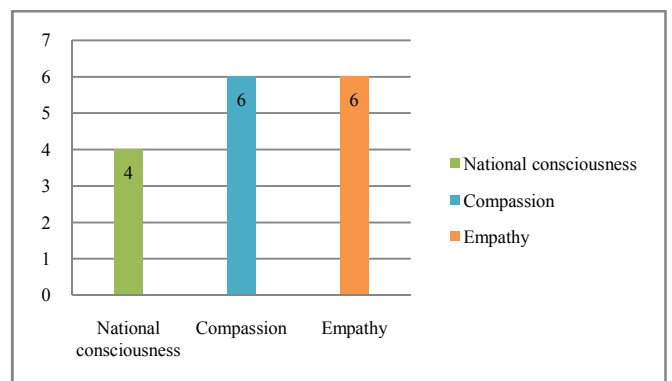
Total 13 values are reflected 29 times in class VIII history textbook illustration. The following diagram shows the percentage of each reflected values according to their number of reflection.



**Figure 1** Position of each reflected values

The above diagram shows the position of each reflected values. According to their number of reflection the researcher divided those values into two categories, those are: (A) Highly reflected values, and (B) Less reflected values.

**Highly reflected values:** Out of 13 values, those values reflected more than three times through class VIII history textbook illustration, are considered as highly reflected values. The following diagram presents those values.



**Figure 2** Diagram of highly reflected values through illustration

The above diagram shows that the values like – National consciousness, Compassion, Empathy reflected several times through the class VIII history textbooks illustration. According to their number of reflection those values considered as a highly reflected values.

**Less reflected values:** Out of 13 values, those values reflected less than three times through class VIII history textbook illustration, are considered as less reflected values. The following diagram presents those values.

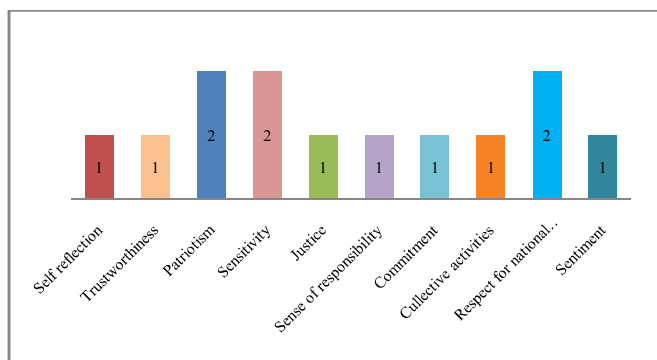


Figure 3 Diagram of less reflected values through illustration

The above diagram shows that values like- Self reflection, Trustworthiness, Patriotism, Sensitivity, Justice, Sense of responsibility, Commitment, Collective activities, Respect for national symbols, events, days, Sentiment are very few reflected through the class VIII history textbooks illustration. According to their number of reflection those values considered as a less reflected values.

## DISCUSSION

From the above analysis, it can be said that value and the history textbook are correlated in a significant ways. History in school plays an important role in developing values among the students. The content of history textbook reflects different kinds of values. All these values are projected basically into two ways- a) written forms of the content b) Illustration and help to inculcate the dynamic life of the students. Sometimes illustration is very meaningful and relevant to the text and also reflects some values. This type of values is very effective which student can easily assimilate their life. In this regard teacher should play an important role to identify and describe the meaningful illustration properly which is used in History textbook, so that values can be properly inculcated among the student.

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